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ABSTRACT

The curriculum guide for twelfth grade pupils aims at helping students to understand and accept people who are different, develop a satisfactory self image, learn to think critically in the decision making process, and become familiar with the valuing process. Information on foundations in American government serves as a base for human rights and dignity. Teaching is process oriented rather than content oriented. Activity units, designed to foster community involvement, are outlined and arranged into three parts. The first unit focuses on the study of the structure and function of the Federal Government, the responsibilities and rights implied in the Bill of Rights, and democratic concepts. Unit II helps the student understand the concept of conflict and dissent, the political party system, the way in which majority rule necessitates minority role, and the structure and function of state and local government. Topics dealing with international relations as applied to current affairs, news media, self improvement, and values are studied in unit III. Appendices include outline sections on human dignity concepts, academic freedom guidelines, evaluation, and a bibliography. Classroom materials are topical using multi-media. (Author/SJM)

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HUMAN DIGNI
THROUG
THE AMERICA
EXPERIEN
GOVERNMENT GRADE

Vallejo City Unified School District
211 Valle Vista Ave., Vallejo CA. 9459

JUN 3 0 1972

HUMAN DIGNITY THROUGH THE AMERICAN EXPERIENCE

ERNMENT GRADE 12

allejo City Unified School District
Valle Vista Ave., Vallejo CA. 94590

ED 067345

VALLEJO CITY UNIFIED SCHOOL DI

HUMAN DIGNITY THROUGH THE AMERICAN EXPERIENCE
(Government)

GRADE 12

Prepared by

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E J O C I T Y U N I F I E D S C H O O L D I S T R I C T

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May 1971

RATIONALE

Dr. Dwight W. Allen, Dean of the School of Education, University
some interesting ideas in a speech delivered at the Seventh Annual National
hampton, Massachusetts. In his discussion on our preparation for the 80's,

> The curriculum of the future must avoid the strong comm
> knowledge and rote learning that characterizes the liberal a
> The time for individuals to have to carry masses of knowledg
> heads should have passed away with the Gutenberg Bible. The
> future will need great skill in knowing what he needs to kno
> and using it.
>
> In short, future curricula must succeed in presenting a
> alternatives to students helping them learn what they find t
> central to their future lives, capturing a sense of effortle
> the learning process, and focusing on a child's ability to f
> information creatively.

Dr. Allen suggests that rather than starting with the traditional
humanities, natural sciences and social sciences, that we should rather emph
that are role-oriented rather than goal-oriented. These are:

Human Relations
Communications
Aesthetics
Technology

The function of any unit of study would be determined by the role
student. Teaching will become process-oriented rather than content-oriented
vary in length dependent upon the function they will serve. Materials in th
using multi-media, with much community involvement.

R A T I O N A L E

len, Dean of the School of Education, University of Massachusetts, presented a speech delivered at the Seventh Annual National Education Conference, East- n his discussion on our preparation for the 80's, he states:

rriculum of the future must avoid the strong commitment to factual nd rote learning that characterizes the liberal arts curriculum. r individuals to have to carry masses of knowledge around in their d have passed away with the Gutenberg Bible. The student of the need great skill in knowing what he needs to know, finding it, t.

rt, future curricula must succeed in presenting a wide range of s to students helping them learn what they find to be relevant and their future lives, capturing a sense of effortlessness and joy in g process, and focusing on a child's ability to find and use creatively.

ts that rather than starting with the traditional disciplinary triumvirate of es and social sciences, that we should rather emphasize four areas of learning her than goal-oriented. These are:

Human Relations
Communications
Aesthetics
Technology

any unit of study would be determined by the role that is anticipated for the come process-oriented rather than content-oriented. Individual courses would pon the function they will serve. Materials in the classroom will be topical ch community involvement.

The Vallejo City Unified School District has a tentative set of goa

1. District's Philosophy Statement, "This We Believe"
2. Citizens' Subcommittee Report on Curriculum
3. Superintendent's Priority List

These have been identified as needs of students in the Vallejo City and are as follows:

1. Acquisition of the fundamental skills essential t effective living.
2. Development of poise and self-confidence to the extent that each student will develop self-realization and a positive self-image.
3. Provision of opportunities wherein students may develop a value system that would consist of the following:

   a. Civic responsibility
   b. Ability to operate in social relationships
   c. An appreciation of the values of others

4. Acquisition of skills necessary for economic and vocational competency.
5. Development and maintenance of good physical and mental health.

The third goal would particularly relate to Dr. Allen's concept of o namely, Human Relations. The Social Science Program, Human Dignity through th would particularly implement this concept.

y Unified School District has a tentative et of goals based upon the study of:

District's Philosophy Statement, "This e Believe"
Citizens' Subcommittee Report on Curric lum
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identified as needs of students in the Va lejo City Unified School District

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ould particularly relate to Dr. Allen's co cept of one area of the curriculum--
The Social Science Program, Human Dignity hrough the American Experience,
nt this concept.

UNDERSTANDING OTHERS

An aspect of the program that must be carried out if we are to accomp acceptance of the concept of Human Dignity as the ultimate value in decision ma of other people and an acceptance of people who are different.

In the analysis of this problem, there are two steps that will create to the problem:

1. The Social Scientists have developed a system of studying the way various goal-seeking activities called disciplines. These includ Economics, Sociology, Anthropology, Geography, Psychology, Philos If the student were to have some knowledge of these various disci have a systematic basis for comparing and contrasting various gro be studied.

2. Understanding others would involve the study of various groups of be ethnic groups within our country or groups from other parts of different backgrounds than ours. An understanding of why they th do may be clarified through the application of the criteria set u disciplines. With understanding comes acceptance and with accept ultimate understanding that is desired is that these differences valuable in this rapidly changing world in which we live.

am that must be carried out if we are to accomplish in our students an
an Dignity as the ultimate value in decision making is an understanding
e of people who are different.

s problem, there are two steps that will create a systematic approach

sts have developed a system of studying the way people act in their
ng activities called disciplines. These include Political Science,
gy, Anthropology, Geography, Psychology, Philosophy, and History.
e to have some knowledge of these various disciplines, he would then
basis for comparing and contrasting various groups of people that may

rs would involve the study of various groups of people, whether they
ithin our country or groups from other parts of the world with quite
nds than ours. An understanding of why they think and act as they
d through the application of the criteria set up in the various
understanding comes acceptance and with acceptance respect. The
ding that is desired is that these differences are important and
apidly changing world in which we live.

SELF-IMAGE

If an individual is to treat others with dignity and respe
recognizes himself as having dignity. Therefore, one of the goals o
ment in each student of a satisfactory self-image.

There are many who do not think that we are considering th
Dr. Neil Postman, one of the authors of TEACHING AS A SUBVERSIVE ACT
student self-awareness is not of value--even if today more Americans
illness than any other illness, even if suicide is the second most c

Ole Sand, Director of Center for the Study of Instruction,
it with the kind of curriculum that they perceive as one of simonizi
humanizing their learning. They want a curriculum that confronts th
riots, and urban decay. He further states that teenagers, along wit
perceived questions of "Who Am I?" and "Where Am I Going?"

A sad commentary on the times is the button students wear
fold, spindle or mutilate."

The goal of a satisfactory self-image is not accomplished
as much as through the personal relationships in the classroom. The
partner in a learning situation. His ideas are accepted and shared.
problems, exchanging and accepting each other's ideas. Inservice tr
classroom atmosphere that will develop a good self-image in the stud
offered under various titles, such as Self-Enhancing Education and V

[1]Postman, et al, Teaching as a Subversive Activity, Delacorte Press,

t others with dignity and respect, it is essential that he himself
Therefore, one of the goals of the program involves the develop-
y self-image.

hink that we are considering this in our present day curriculum.
of TEACHING AS A SUBVERSIVE ACTIVITY,[1] states that in our schools,
e--even if today more Americans are hospitalized because of mental
if suicide is the second most common cause of death among teenagers.

r for the Study of Instruction, NEA, states that students have had
hey perceive as one of simonizing their education rather than
a curriculum that confronts the facts of poverty, war, racism,
tates that teenagers, along with younger students, want answers to
d "Where Am I Going?"

es is the button students wear stating, "I am a human being--do not

self-image is not accomplished through the subject matter studied
ionships in the classroom. The teacher accepts the student as a
ideas are accepted and shared. Students work in groups solving
ch other's ideas. Inservice training can do much to provide the
p a good self-image in the students. Such courses are now being
Self-Enhancing Education and Valuing in the Educational Process.

sive Activity, Delacorte Press, New York, 1969.

CRITICAL THINKING

A third area of concern, if we are to develop in our students the ultimate value in decision making, would relate to the pupil's abili presented and come to a logical conclusion. For want of a better term i to this process as critical thinking. Benjamin Bloom, et al, in the boo OBJECTIVES,[2] presents this type of thinking as the Cognitive Domain. Th are developed as:

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

The method of instruction that emphasizes this skill in student learning It concentrates on the processes involved in learning rather than the ac

Dr. Neil Postman in his book, TEACHING AS A SUBVERSIVE ACTIVIT teacher would use in an inquiry method as follows:

- The teacher rarely tells students what he thinks they ought
- His basic mode of discourse with students is questioning.
- Generally, he does not accept a single statement as an answe
- He encourages student-student interaction as opposed to stud generally, he avoids acting as a mediator or judge of the qu
- He rarely summarizes the positions taken by students on the
- His lessons develop from the responses of students and not f "logical" structure.
- Generally, each of his lessons poses a problem for students.
- He measures his success in terms of behavioral changes in st

[2]Bloom, et al, Taxonomy of Educational Objectives, McKay, 1965.

ncern, if we are to develop in our students the concept of Human Dignity as
on making, would relate to the pupil's ability to evaluate the evidences
cal conclusion. For want of a better term in this discussion, we will refer
thinking. Benjamin Bloom, et al, in the book, TAXONOMY OF EDUCATIONAL
ype of thinking as the Cognitive Domain. The steps in the thinking process

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

at emphasizes this skill in student learning is known as the Inquiry Method.
sses involved in learning rather than the acquisition of factual knowledge.

n his book, TEACHING AS A SUBVERSIVE ACTIVITY, describes the activities a
iry method as follows:

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lop from the responses of students and not from a previously determined
ure.

of his lessons poses a problem for students.

success in terms of behavioral changes in students.

ducational Objectives, McKay, 1965.

VALUE SYSTEM

A final consideration, if we hope to develop in the student a commitme
dignity as the ultimate value in decision making, is the value system of the stu

In the previous section on Critical Thinking, we reviewed the steps to
presented by Bloom et al in which evaluation was based upon a consideration of t
case. However, decisions are not made solely on the scientific evidence present
the individual enters into the decision-making process and may not abide by the
facts. Witness the number of people still smoking despite the fact that evidenc
cigarettes may lead to lung cancer and packages of cigarettes are required by la

When a pupil comes to school for the first time, he brings with him a
has developed based upon his experiences up to that time.

Raths, Harwin and Simon in their book, VALUES AND TEACHING,[3] define va

1. Values are the result of a valuing process.
2. The processes involved in valuing are:

    a. Choosing
        - freely
        - from alternatives
        - after thoughtful consideration of the consequences of each a
    b. Prizing
        - cherishing; being happy with the choice
        - willing to affirm the choice publicly
    c. Acting
        - doing something with the choice
        - repeatedly, in some pattern of life

Therefore, in the education of the pupil we must give him the opportun
values. In providing students with these opportunities, the instructor should n
to the student. Rather, other values may be presented which the pupil will cons
issues carry differing value judgments and offer the student opportunities for v
relevant to the important issues of the day, they are fine opportunities for stu

[3]Raths, et al, Values and Teaching, Merrill.

, if we hope to develop in the student a commitment to the idea of human
n decision making, is the value system of the student himself.

on on Critical Thinking, we reviewed the steps to decision making as
ch evaluation was based upon a consideration of the various facts in the
ot made solely on the scientific evidence presented. The value system of
decision-making process and may not abide by the evidence presented by
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cer and packages of cigarettes are required by law to carry that warning.

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cation of the pupil we must give him the opportunity to choose between
with these opportunities, the instructor should not make a value judgment
values may be presented which the pupil will consider. Usually controversial
dgments and offer the student opportunities for valuing. Since they are
s of the day, they are fine opportunities for student involvement.

ing, Merrill.

CONCLUSION

The Human Dignity Social Science Curriculum would then be characterized as follows:

1. The content of the course would include the study of the various ethnic or national groups of the world. These would be compared and contrasted in terms of the Social Science Disciplines.

2. Units of study would concern present day problems that would be relevant to the student. In examining the problem, research would be involved to uncover the historical background that created the problem.

3. Controversial issues would not be avoided because the right to discuss and debate such issues is the most essential part of a student's freedom to learn.

4. The materials used in the classroom would include along with reference materials and texts: newspapers and magazines; films, filmstrips and tapes; television and radio programs; resource people; the interviews of agencies; and field trips.

5. The method of instruction would be largely one of inquiry. The student would gain experience in evaluating alternatives and making decisions based upon the facts of the case and, in turn, upon the value system he has internalized.

6. Finally, the program is developed on the principle of the heterogeneity of the classroom group. Part of the activity in the classroom would be involved in group activity in which each member of the class would, hopefully, have experience both as a follower and as a leader.

GOALS

The goals of the Human Dignity through the Social Sciences are:

I. Through the study of the social sciences, the student will demonstrate an increased understanding of self in terms of "Who Am I?" and "Where Am I Going?"

II. Through the study of the social sciences, the student will begin to develop a consistent value system in the resolution of human relations problems.

III. Through the study of the social sciences, the student will demonstrate a growing appreciation of human dignity.

IV. Through the study of the social sciences, the student will demonstrate the use of application, analysis, synthesis, and evaluation in the study of human relations problems.

V. Through the study of the social sciences, the student will demonstrate a knowledge of history with emphasis on the contributions of various ethnic and national groups.

UNIT I

CONSTITUTION...Organization

BILL OF RIGHTS...Rights and Responsibilities

DEMOCRATIC CONCEPTS...Background, Philosophy,
Comparative Government

UNIT I
CONSTITUTION

OBJECTIVE I

The student will demonstrate understanding of the structure and function of
as measured by a teacher prepared test involving knowledge, comprehension ar

ACTIVITIES

1. Visitation to federal agencies such as F.B.I., F.D.A., U.S.D.A., O.E.O.,
Federal Reserve Bank.

2. Recreation or simulation of the following:

a. Creating a society from scratch
b. Mock investigative hearings
c. Mock Senate or House legislative proceedings

3. Simulation Game: DEMOCRACY

4. Student research and investigation of how the Constitution really works:

a. Presidential Power
b. Justice and the Courts

5. Presentations:

Speakers	Topics
Senators	FBI
Representatives	FDA
FBI	USDA
	OEO
	Treasury Departme
	Federal Reserve B

6. The student will react to the following concepts of citizenship:[1]

Recognize the main functions and relations of governmental bodies.

a. Recognize the relationships of different levels of government.

They recognize that among the state and local governments' chief

[1]CITIZENSHIP OBJECTIVES developed by Committee on Assessing the Progress of Educat
study on the National Assessment of Education under Dr. Ralph W. Tyler.

UNIT I
CONSTITUTION

nderstanding of the structure and function of the Federal Government
red test involving knowledge, comprehension and application.

cies such as F.B.I., F.D.A., U.S.D.A., O.E.O., Treasury Department,

f the following:

m scratch
rings
egislative proceedings

Y

tigation of how the Constitution really works:

	Topics
	FBI
ntatives	FDA
	USDA
	OEO
	Treasury Department
	Federal Reserve Bank

he following concepts of citizenship:[1]

ns and relations of governmental bodies.

hips of different levels of government.

t among the state and local governments' chief concerns are

Committee on Assessing the Progress of Education after a 4-year
Education under Dr. Ralph W. Tyler.

UNIT I. OBJECTIVE I (continued)

public education, health and safety, crime, public utilities
conservation, pollution, and land development; that federal
of these functions and deals with foreign affairs, national
interstate affairs and problems, research and development in
affairs, and protection of individual rights and liberties;
branches of government (executive, judicial, legislative) ar
and are quite similar at state and national levels; that the
of government are in conflict, the law of the larger body pr
unaware that government powers and functions continue to cha
as a result of changes in leadership.

b. Recognize the main structure and powers of the United States natio

They know how powers are divided between legislative, executi
branches; that the legislative branch is made up of two "hous
the people of different states in their passage of laws, taxe
that the executive (the President) directs military and forei
carrying out of all laws; that "checks and balances" between
can institute or veto legislation, Congress approves presiden
courts review constitutionality of laws and executive acts) h
over-concentration of power. They know who the current Presi
State are, as well as the Senators and Congressmen who repres

Kno<u>w the main structure and functions of our governments</u>.

a. Recognize the purposes of government.

They understand that government is a formal structure enablin
agreement on goals and plans for the common good, and through
laws and carry them out. They recognize that government ther
peace and security; protects rights and liberties; provides p
outside forces; makes bargains and treaties with other nation

ntinued)

education, health and safety, crime, public utilities, transportation,
vation, pollution, and land development; that federal government shares some
se functions and deals with foreign affairs, national security and defense,
cate affairs and problems, research and development in science and human
s, and protection of individual rights and liberties; that the different
es of government (executive, judicial, legislative) are found on all levels
e quite similar at state and national levels; that the powers of each level
ernment are in conflict, the law of the larger body prevails. They are
e that government powers and functions continue to change gradually, partly
esult of changes in leadership.

ne main structure and powers of the United States national government.

now how powers are divided between legislative, executive, and judicial
es; that the legislative branch is made up of two "houses," representing
ople of different states in their passage of laws, taxes, and appropriations;
ne executive (the President) directs military and foreign affairs and the
ng out of all laws; that "checks and balances" between the branches (President
titute or veto legislation, Congress approves presidential appointments,
review constitutionality of laws and executive acts) help prevent abuse or
ncentration of power. They know who the current President and Secretary of
re, as well as the Senators and Congressmen who represent them.

tructure and functions of our governments.

ne purposes of government.

derstand that government is a formal structure enabling the people to reach
nt on goals and plans for the common good, and through which they can make
d carry them out. They recognize that government thereby provides order,
nd security; protects rights and liberties; provides protection from
forces; makes bargains and treaties with other nations.

2

UNIT I. OBJECTIVE I (continued)

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
U.S. Constitution
Television programs
Newspapers
Magazines

EVALUATION

50% of the class will respond correctly to 70% of the items on a teacher prepared test relating to Objective I.

UNIT I
BILL OF RIGHTS

OBJECTIVE II

The student will demonstrate his commitment to the values defined in the
by a teacher prepared test involving receiving, responding and valuing.

ACTIVITIES

1. Presentations:

Speakers	Topics
Juvenile Officers	Juvenile Righ
Judges	Judicial Proc
Lawyers	
Probation Officers	
Bail Bondsmen	
Convicts	
Draft Counselors	
Police Officers	

2. Outside visitations to: Jails
   Mental Institutions
   Courts
   Participate in "Ride Along with Police" Prog

3. Recreation or simulation of the following:

   a. Mock trials
   b. Role playing in roles similar and counter to one's being (whites
      housing problem)

4. Action Projects:

   a. Circulating petition
   b. Following through on legal processes of getting something changed
   c. Consumer action projects as running tests on products and checkin

5. Student research and investigation on how the Constitution really wor
   of it:

   a. Equal treatment of minorities
   b. Ecological violence
   c. Presidential powers
   d. Justice and the courts

UNIT I
BILL OF RIGHTS

s commitment to the values defined in the Bill of Rights as measured
lving receiving, responding and valuing.

Topics
Juvenile Rights
Judicial Processes

Officers

n Officers
dsmen

unselors
fficers

ils
ntal Institutions
urts
rticipate in "Ride Along with Police" Program

the following:

imilar and counter to one's being (whites represent blacks in

gal processes of getting something changed
s as running tests on products and checking merchandising techniques

igation on how the Constitution really works--myth and validity

rities

UNIT I. OBJECTIVE II (continued)

6. Analysis of source materials:

   a. Effects of institutions on individuals (jails, military, hospitals, assylum).

7. Investigation of current events:

   a. Follow an incident such as the Calley Trial from beginning to end through all available sources.

8. The student will react to the following concepts of citizenship:[2]

   Support rights and freedoms of all individuals.

   a. Understand the value of constitutional rights and freedoms.

      They value others' right to choose their own work, friends, and activities, to own private property and to choose their religion freely. They respect freedom of speech and the press, and at meetings encourage members to speak their opinions. They believe people should be able to criticize the government publicly, short of slander and libel. They respect the privacy and personal property of others. They believe that people should be able to assemble peaceably, to travel and to change residence freely. They understand the value of the Bill of Rights in preventing injustice and tyranny of the state or other powerful groups over the individual. They understand that rights are not simple absolutes and are often in conflict with each other or with the general welfare (e.g., property rights vs. zoning or fair housing laws).

   b. Recognize instances of the proper exercise or denial of constitutional rights and liberties, including due process of law.

      Most citizens would verbally support "rights and liberties" in general, but do they see the relevance of the principle in specific cases where rights are abridged? Given a concrete example of any of the following, they should recognize it as a denial of the constitutional rights:

      --denial of voting privilege by intimidation or unfair test.
      --censorship of the press, mass media, and public speech.

[2] Ibid.

UNIT I. OBJECTIVE II (continued)

--police interference with assembly in a public place to peacefully protest an injustice.
--a public official applying the law unequally on the basis of race, social status, or political views.
--the government or a powerful person forcing a particular religion or political viewpoint on individual citizens.
--illegal search, arrest, or detainment.
--denial of a speedy and fair trial by procedures designed to minimize unjust punishment (counsel, an impartial jury, witnesses, right of appeal, etc.)

c. Defend rights and liberties of all kinds of people uniformly.

People rightly defend the constitutional rights of their own kind. A more severe test of the quality of their citizenship is whether they are willing to defend these same rights for outcasts, underprivileged minorities, or persons whose views they despise. There are many ways in which they can take such action. They raise objections, petition or write letters to editors and Congressmen if a community denies equal protection to anyone within its jurisdiction. They defend the right of a person with very unpopular views to express his opinion, and support the right of "extreme" (political or religious) groups to express their views in public.

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
U.S. Constitution
Television programs
Newspapers
Magazines

EVALUATION

50% of the class will respond correctly to 70% of the items on a teacher prepared test relating to Objective II.

UNIT I
DEMOCRATIC CONCEPTS

OBJECTIVE III

The student will demonstrate his understanding and acceptance of the respons of American citizenship as measured by a teacher prepared test and/or a rat synthesis, analysis and evaluation.

ACTIVITIES

1. Presentations:

Speakers	Topics
UFW	Social Action
American Legion	Community Servic
NAACP	
Black Panthers	
Minute Men	
John Birch Society	
IRS Investigator	
Spokesman for Liberty Amendment	
ACLU	
Members of Henry George School	
Members of Social Action Groups	

2. Outside visitations to:
   - School Board
   - ABAG
   - Hospitals
   - Ecology Groups
   - Consumer Groups
   - Drug Abuse Centers
   - Synanon Centers

3. Recreation or simulation of the following:
   a. The Market Game
   b. Sunshine
   c. Division

4. Action Projects:
   a. Educating the Public on Some Issues

UNIT I
DEMOCRATIC CONCEPTS

trate his understanding and acceptance of the responsibilities and privileges
as measured by a teacher prepared test and/or a rating scale involving
evaluation.

Speakers	Topics
UFW	Social Action
American Legion	Community Service
NAACP	
Black Panthers	
Minute Men	
John Birch Society	
IRS Investigator	
Spokesman for Liberty Amendment	
ACLU	
Members of Henry George School	
Members of Social Action Groups	

to: School Board
ABAG
Hospitals
Ecology Groups
Consumer Groups
Drug Abuse Centers
Synanon Centers

ation of the following:

ublic on Some Issues

UNIT I. OBJECTIVE III (continued)

5. Student research and investigation of how the political process actually works:

   a. Who can vote
   b. How people, especially the President, get nominated for office
   c. Who can run
   d. What makes a successful candidate

6. The student will react to the following concepts of citizenship:[3]

   Help maintain law and order.

   a. Understand the need for law and order.

      They know that law and order serve to: maximize individual liberties and safety; restrict and define punishment; limit the political power of individuals and groups with economic or military strength; insure deliberation rather than hasty, ill-considered social or governmental change; provide a means of redress for the individual; and enable organized effort to solve social problems.

   b. Are conscious of right and wrong behavior.

      They inform others about laws and regulations, and praise or reward others for taking an ethical stand. They do not condone lawbreaking in others, and avoid tacit approval of friends' unethical or illegal behavior, calling attention to bad consequences and suggesting alternative actions. They refuse to participate in unethical group activities.

   c. Comply with public law and school rules.

      They do not violate laws and regulations even when sure no reprisal will result. They obey laws on income taxes, employment, drinking, obtaining licenses, driving, etc. They comply with school regulations on parking, fighting, dress, smoking, behavior on school grounds and in hallways, display of affection to opposite sex, cheating, tardiness, attendance, and language. They do not deface or damage school equipment, books, or desks. They do not litter private or public property; they do not steal others' property; they do not disturb, misplace, or deface other students' books and papers. They obey trespass laws and do not participate in vandalism. They return borrowed articles. They do not shoplift nor buy stolen items. They do not attempt to obtain preferential treatment by feigning illness,

[3] Ibid.

UNIT I. OBJECTIVE III (continued)

bribing officials, using personal friendships, or exerting parental influence. They comply with the spirit as well as the letter of the law.

d. Help authorities in specific cases.

They report facts truthfully to authorities when at scene of an accident or crime, after observing illegal behavior or when others are in danger. They serve as a witness in court, freely give information to police investigators, assist police or public authorities in other ways when requested. They urge others to help authorities as well.

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
U.S. Constitution
Television programs
Newspapers
Magazines

EVALUATION

1. 50% of the class will respond correctly to 70% of the items on a teacher prepared test relating to Objective III.

2. 70% of the class will be rated average or better on a teacher scored rating scale relating to Objective III.

UNIT II

CONCEPT OF CONFLICT

POLITICAL PARTY SYSTEM

MAJORITY RULE - MINORITY ROLE

STATE AND LOCAL GOVERNMENTS

UNIT II
CONCEPT OF CONFLICT

OBJECTIVE I

The student will demonstrate the ability to understand and cope with dissent as measured by a teacher prepared test involving analysis, synthesis and evaluation.

ACTIVITIES

1. Presentations:

Speakers	Topics
John Birch Society	Social Action
Black Panthers	Political Action or Processes

2. Outside observation:

   a. City Council Meetings
   b. Women's Lib Meetings
   c. Labor Unions and Councils
   d. School Board Meetings

3. Analysis of American Society and Politics:

   a. Graffiti
   b. Music
   c. Contemporary Media
   d. Campaign Posters

4. Simulation Game: DANGEROUS PARALLEL

5. Analysis of Source Materials: Counter-cultures and sub-cultures in America.

6. Investigation of Current Events: Draft Law, Fair Housing, School Desegregation, Race Riots

   a. Reports to be done in depth
   b. Topic selection should be done on basis of student interest

7. The student will react to the following concepts of citizenship:[4]

   a. Treat all individuals with respect; do not condemn others on the basis of irrelevant personal and social characteristics.

[4]Ibid.

They respect those who differ from them in religion, national origin, race, political opinions, socio-economic background, sex, clothing, physical or mental abilities, values, or interests. They do not avoid associating with other people because of such differences, nor seek to exclude them for social organizations in which the difference has no bearing. They appreciate individual differences and do not self-righteously expect everyone to conform to their own ideals, and they do not intimidate or ridicule those who disagree. In conversation they do not habitually derogate others as a way of trying to impress people with their own status. Reliance on stereotypes in describing or reacting to members of other groups or minorities shows little respect for them as individuals. They respond to each individual on the basis of his own merits and actions.

b. Apply democratic procedures on a practical level when working in a group.

Group situations in which students might be involved include student coumcil, committees, clubs, and athletic teams. In such situations they try to help the group move toward its goals. They support the right of dissenting views to be voiced and encourage adequate discussion before voting. They abide by democratically determined decisions but know the established procedures for trying to change a decision (persuasion, argument, petition, etc.). They mediate, and seek compromise and common ground when others disagree. They are willing to give in when the situation calls for some immediate action or when their objection is relatively unimportant. They understand the responsibilities involved in accepting leadership (e.g., to keep informed on relevant matters; to clarify issues, sum up discussion, and present suggestions to the group; to direct the execution of an agreed-upon plan of action; and to coordinate activities with other groups). They understand that a leader's greater responsibility makes it necessary for him to exercise authority; but they understand that subordinates, too, have responsibilities to the group.

UNIT II. OBJECTIVE I (continued)

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
Speakers
Newspapers
Magazines
Radio programs
Television programs
Records
U.S. Constitution

EVALUATION

50% of the class will respond correctly to 70% of the items on a teacher prepared test relating to Objective I.

UNIT II
POLITICAL PARTY SYSTEM

OBJECTIVE II

The student will demonstrate knowledge and understanding of current political issues as measured by a teacher prepared test involving knowledge, comprehension and application.

ACTIVITIES

1. Presentations:

Speakers	Topics
Republican Party Officers	Current Controversial Issues
Democratic Party Officers	
Peace and Freedom Party Officers	
John Birch Society Representative	

2. Outside observation and report to class:

   a. Republican and Democratic Committee meetings.

3. Recreation or simulation of the following:

   a. Republican and Democratic Nominating Convention
   b. Primary elections

4. Action Projects: Opinion polls on current issues.

5. Analysis of Source Materials:

   a. Effect of religious background on politics
   b. Effect of economic background on politics
   c. Effect of special interests on politics

6. The student will react to the following concepts of citizenship:[5]

   a. Recognize the structure and operation of political parties.

      They know that candidates of the two major parties fill nearly all state and national elective offices, but smaller parties do exist. They know that party membership is voluntary, and that candidates and platforms are selected through

[5]Ibid.

UNIT II. OBJECTIVE II (continued)

local caucus, primary elections and state and national conventions. They recognize the main concepts currently distinguishing Republican and Democratic policies.

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
Speakers
Newspapers
Magazines
Radio programs
Television programs

EVALUATION

50% of the class will respond correctly to 70% of the items on a teacher prepared test relating to Objective II.

UNIT II
MAJORITY RULE - MINORITY ROLE

OBJECTIVE III

The student will demonstrate his understanding that every man, unless restric
has the right to participate actively and freely in social, political and eco
as the rights of others are not violated as measured by a rating scale involv
responding and valuing.

ACTIVITIES

1. Presentations:

Speakers	Topics
Red Cross	Community Service
Public Health Department	Welfare
Hot Line	Better Business B
Hospitals	
Churches	
Welfare	
Chamber of Commerce	

2. Outside observation and reports to class:

   a. Welfare Department
   b. Public Health Service
   c. Other Community Services
   d. Recreation District

3. Class Demonstrations:

   a. Pollution Tests
   b. Food Analysis

4. Individual or group creative activities:

   a. Research into topics of interest to the students
   b. Film making

5. The student will react to the following concepts of citizenship:[6]

[6] Ibid.

UNIT II
MAJORITY RULE - MINORITY ROLE

his understanding that every man, unless restricted by his own action,
actively and freely in social, political and economic affairs as long
ot violated as measured by a rating scale involving receiving,

rs	Topics
oss	Community Services
Health Department	Welfare
ne	Better Business Bureau
als	
es	
e	
r of Commerce	

eports to class:

ces

ive activities:

of interest to the students

the following concepts of citizenship:[6]

UNIT II. OBJECTIVE III (continued)

a. Display fairness and good sportsmanship toward others.

They try to see that credit is given where due, and that all group members get fair shares of participation and reward. They admit when they are wrong and accept corrections, reprimands, and decisions of officials in good spirit. They assume integrity and good intentions of other citizens and public officials until there is clear contrary evidence. They choose others for special jobs or roles on the basis of relevant factors such as interest, talent, skill, and judgment, rather than such factors as personal friendship or stereotypes. They appreciate competition as a spur to excellence. They see the humor in human foibles, including their own.

b. Understand and oppose unequal opportunity in the areas of education, housing, employment, and recreation.

They know of the vicious circle connecting lack of education, unemployment, poverty, and slums. They understand that these conditions contribute to apathy, alienation, lack of initiative, and crime. They know and disapprove of both obvious and subtle forms of discrimination against minorities in education, housing, employment, and public facilities. They are aware of the extent of unequal opportunity in their own communities, and they support legislation or other organized action to correct it, such as the "Headstart" program for underprivileged children. They prefer to patronize businesses which do not discriminate unfairly in their service and employment.

c. Seek to improve the welfare of groups of people less fortunate than they.

They know of the existence, both near home and over most of the world, of poverty, illiteracy, and disease. They support (verbally, by letters, and by donation of time, work, or money) international agencies and programs, private charities, and foreign policies designed to combat these ills. They support programs to alleviate problems of school dropouts, juvenile delinquency, alcoholism, drug addiction, and to maintain physical and mental health of all citizens.

d. Help other individuals voluntarily.

Although youths may find it difficult to give money or to play an active political role, they are as able as any other age group to help others by their own individual effort. Thus, they help persons who are lost or in trouble (with due consideration for their own safety); help instruct classmates who have been absent from school, e.

help new students adjust to school; defend younger children against bullies; help or console friends with personal problems; and volunteer to aid others in constructive achievements such as learning to play a musical instrument or finding something in the library.

e. Are loyal to country, to friends, and to other groups whose values they share.

However, they do not allow their loyalty to any group to justify lawlessness or aggression toward others. They are willing to give constructive help at any time and, in times of crisis, to devote much of their own time and effort to friends, the group, or the nation. They defend the group or friends against unfair accusations or rumors. They accept military service as an obligation of young men to help defend the nation's security. They feel allegiance to their country, as expressed in the Pledge of Allegiance, respect for the flag, and other symbols.

f. Consider the consequences for others of their own actions.

They control their emotions and aggression, and act rationally in the face of criticism, teasing, arguments, and failures. They try not to injure or embarrass others; they consider how their conduct in dating, drinking, and having fun with the gang may affect others involved or the reputation of family or school. They take care that their own activities do not disturb others' learning at school. They get approval from others before committing others in their own plans. They have friendly but responsible relations with the opposite sex, and are aware of the great responsibility of pregnancy and child care.

g. Guard safety and health of others.

In addition to foreseeing the consequences for others of pursuing their own goals, they may consciously plan and act to safeguard others as follows: privately and publicly support safe driving practices; set examples of safety in labs, at school, on streets and recreation fields; instruct others in safety practices; know how cleanliness may prevent the spread of germs; know first aid practices; and know how to get emergency medical help.

UNIT II. OBJECTIVE III (continued)

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
Local agencies
Newspapers
Magazines
Radio programs
television programs

EVALUATION

90% of the class will show progress as measured by comparing scores on a pre- and post-administered rating scale relating to Objective III.

UNIT II
STATE AND LOCAL GOVERNMENTS

OBJECTIVE IV

The student will demonstrate understanding of the structure and function of local and state governments as measured by a teacher prepared test involving knowledge, comprehension and application.

ACTIVITIES

1. Use of resource people:
   - Councilmen
   - Mayor
   - Judges
   - Attorneys
   - Planning Commission
   - Police Department
   - Assemblymen
   - County Supervisor
   - County Superintendent of Schools
   - County Auditor

2. Outside observations:
   a. Police Department
   b. Council Meetings
   c. School Board Meetings
   d. Court Proceedings
   e. Board of Supervisors Meetings

3. Simulation:
   a. Recreate a new society from scratch.

4. Individual or group activities:
   a. Research into topics of interest to students.

5. Action Projects:
   a. Opinion Poll
   b. Writing to "Opinions of the People"

UNIT II. OBJECTIVE IV (continued)

6. Investigations of current events:

   a. Drugs
   b. Ecological Problems
   c. Local Elections
   d. Council Meetings

7. The student will react to the following concepts of citiz

   Seek community improvement through active, democratic part

   a. Believe that each person's civic behavior is important

      They express the belief that each person's civic
      other to participate in school and civic affairs.
      wrong because "everyone else does it" (e.g., litt
      rumors) or neglecting something right because "no
      not signaling in traffic). They are willing to d
      helping the group or community, realizing the com
      tions (e.g., as in voting). They ask themselves,
      everyone did this?" They recognize that what the
      they do, has some civic effect. They do not cons
      beneath them.

   b. Recognize important civic problems and favor trying to

      They know the importance of community and area pl
      potential problems should be of concern now. The
      problems faced by their local community. They un
      and social action on problems created by accelera
      population--e.g., automation and unemployment; ci
      slums; more and better facilities for education,
      storage and retrieval; agricultural problems; con
      down of traditional patterns and values, and loss
      hope that man is capable of alleviating his most
      poverty, disease, over-population, food and water
      solution of these problems.

vents:

e following concepts of citizenship:[7]

hrough active, democratic participation.

's civic behavior is important, and convey this belief to others.

lief that each person's civic behavior is important and encourage
e in school and civic affairs. They disapprove of doing something
yone else does it" (e.g., littering, speeding, cheating, spreading
ng something right because "no one else does it" (e.g., not voting,
affic). They are willing to do their share, however small, in
r community, realizing the combined worth of many small contribu-
voting). They ask themselves, "What would be the effect if
They recognize that what they say to others, as well as what
ivic effect. They do not consider politics to be dirty and

c problems and favor trying to solve them.

tance of community and area planning and development and believe
hould be of concern now. They are aware of the particular
heir local community. They understand the need for more research
problems created by accelerating growth of technology and
tomation and unemployment; city transportation and traffic;
ter facilities for education, technical training and information
l; agricultural problems; conservation; pollution; the break-
patterns and values, and loss of personal identity. They have
able of alleviating his most serious problems such as war,
er-population, food and water; and they want to aid in
oblems.

UNIT II. OBJECTIVE IV (continued)

c. Actively work for community improvement.

They try to get elected to responsible posts in student gov students' campaigns. They vote in school elections, attend and student council meetings; use petitions or school paper changes in school rules; and volunteer to help on other sch (e.g., yearbook, helping in school office, tutoring, monito They try to interest peer groups and clubs in achieving des whether in the school or in a larger social framework, and toward these goals. They encourage adults to vote (drive p baby-sit while parents vote), and help as volunteers in cam parties, measures, or candidates. They attend meetings, re others about conditions within their community. They seek responsibly in civic organizations (e.g., service auxiliari groups, safety council, groups for improvement of community rights groups) by voting, holding office, providing transpo on relevant questions, suggesting activities, serving on co organization's activities, or simply working. Where they s they try to initiate such action and help form a new group t if necessary.

d. Participate in local, state and national governmental processes.

e. Aware of the political and social structure of their local commun

They know the functions of officers and divisions of local g legislative representatives from their own voting district a main local and state leaders are, and they recognize the man and unofficial groups (e.g., labor unions, church groups, PT Chamber of Commerce, neighborhood and womens' groups, and pr which exert influence on their local government. They recog governmental leaders (e.g., clergy, bankers) often exert a s local government.

mprovement.

to responsible posts in student government, or aid in other
ey vote in school elections, attend (and speak out at) class
ings; use petitions or school paper articles to help bring
and volunteer to help on other school projects or activities
in school office, tutoring, monitoring, clean-up campaigns).
r groups and clubs in achieving desirable civic goals,
in a larger social framework, and help each group move
y encourage adults to vote (drive people to the polls,
ote), and help as volunteers in campaigns for political
ndidates. They attend meetings, read papers, and talk with
within their community. They seek out and participate
anizations (e.g., service auxiliaries, charity fund-raising
groups for improvement of community appearance, civil
holding office, providing transportation, voicing opinions
ggesting activities, serving on committees, publicizing the
, or simply working. Where they see a need for group action
action and help form a new group to accomplish the purpose

d national governmental processes.

ial structure of their local community.

f officers and divisions of local government; who the
es from their own voting district are, and who their
ers are, and they recognize the many kinds of official
g., labor unions, church groups, PTA, farming organizations,
hborhood and womens' groups, and prominent industries)
their local government. They recognize that non-
., clergy, bankers) often exert a strong influence on

UNIT II. OBJECTIVE IV (continued)

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
Newspapers
Radio News Program
Television Programs

EVALUATION

50% of the class will respond correctly to 70% of the items on a teacher prepared test relating to Objective IV.

UNIT III

APPLICATION TO CURRENT AFFAIRS...International Relations

WHAT IS GOING ON FROM NEWS MEDIA?

HOW CAN I IMPROVE MYSELF?

HOW ARE OUR VALUES DETERMINED?

UNIT III
APPLICATION TO CURRENT AFFAIRS
(International Relations)

OBJECTIVE I

The student will demonstrate knowledge and understanding of international relations as measured by a teacher prepared test involving knowledge, comprehension and application.

ACTIVITIES

1. Use of resource people:
   a. Members of Consulates
   b. Stock Exchange
2. Outside observations and reports to class:
   a. Special television programs
   b. Reports from magazines (U.S. News, Times, etc.)
3. Simulation Game: INTER-NATION SIMULATION
4. Individual and group activities:
   a. Artistic creations
   b. Graphics relating to foreign relations
   c. Analysis of American politics and society through foreign views of America
5. Comparison of political systems and economic systems:
   a. Simulation of various economic systems
   b. The appeal of communism
   c. When a command economy is necessary
   d. The strengths and weaknesses of capitalism
   e. Impact of technology
   f. Alternative economic systems such as different versions of socialism, the counter-culture and communes

UNIT III. OBJECTIVE I (continued)

6. The student will react to the following concepts of citizenship:[8]

Understand problems of international relations.

a. Aware of the problems of international conflict and dangers to r

They are aware that: the rule of law is gradually gaining power of sovereign nations still carries more weight; the U international law depends largely on cooperation of the mos its success in resolution of international conflicts; the U the UN and to other nations through treaties (NATO, SEATO, alliances are of short average duration; every national gov moral rightness of its own international policy; some value by nations but some are different; and that wars can result conquest and expansion, (2) competition for food, resources allegiance of peoples, (3) misunderstanding of values and i especially perceived threat of attack by another nation, (4 They are aware that Communist China and the USSR seek, or h past, the subversion and violent overthrow of all non-Commu world; that ideologies and policies change in time, and for become aggressive, or vice versa (e.g., the USSR seems curr toward the West). They realize that the underdeveloped nat Latin America are engaged in a massive struggle for nationa standards, and freedom from colonialism. They are aware of national security, such as escalation of small wars into la acquiring nuclear weapons, a belligerent or over-emotional war, nuclear war by accident, military unpreparedness, econ racial conflict, and the danger of becoming a police state threat of attack or subversion.

b. Seek world peace and freedom for all peoples.

They are aware of the limits and dangers of war as an instr and publicly encourage the exploration of alternative polic exploration of means to achieve safe and effective disarmam international tensions. They have patience with efforts at angered do not impulsively urge international violence or b themselves about problems and strategies in seeking peace a other citizens and their representatives in government. Th

[8]Ibid.

oncepts of citizenship:[8]

tions.

conflict and dangers to national security.

f law is gradually gaining influence, but physical
carries more weight; the UN or any other agency of
y on cooperation of the most powerful nations for
ernational conflicts; the U.S. has obligations to
ugh treaties (NATO, SEATO, etc.); historically,
uration; every national government believes in the
national policy; some values and morals are shared
t; and that wars can result from (1) desires for
etition for food, resources, territory or the
derstanding of values and intentions between nations,
ttack by another nation, (4) wounded pride or insult.
ina and the USSR seek, or have sought in the recent
overthrow of all non-Communist governments in the
es change in time, and formerly peaceful nations
(e.g., the USSR seems currently to be accommodating
hat the underdeveloped nations of Africa, Asia, and
ssive struggle for national strength, higher living
ialism. They are aware of other possible dangers t
tion of small wars into large ones, new nations
igerent or over-emotional leadership inciting world
itary unpreparedness, economic decline of the U.S.,
f becoming a police state through overreaction to

peoples.

dangers of war as an instrument of foreign policy
ation of alternative policies. They favor
afe and effective disarmament with reduction of
e patience with efforts at negotiation, and if
nternational violence or belligerence. They inform
ategies in seeking peace and share their views with
tatives in government. They support effective

UNIT III. OBJECTIVE I (continued)

international law and agencies, such as the United Nations, which seek peace and provide forums for resolving international disputes and for bringing world opinion to bear on the issues. They are aware that in many nations people are oppressed by autocratic governments, both Communist and non-Communist. They favor self-determined government for all nations.

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
Newspapers
Magazines
Radio programs
Television programs

EVALUATION

50% of the class will respond correctly to 70% of the items on a teacher prepared test relating to Objective I.

UNIT III
WHAT IS GOING ON FROM NEWS MEDIA?

OBJECTIVE II

The student will support rationality in communication, thought and action on social problems as demonstrated by a teacher prepared test involving analysis, synthesis and evaluation.

ACTIVITIES

1. Presentations:

Speakers	Topics
Members of the Press	Communication
Representatives of Radio Stations	Censorship
Clergy	Credibility Gap
Advertising Specialists	

2. Outside observations and reports to class:

   a. Newspaper Office
   b. Radio Station
   c. Television Station
   d. Billboard Advertising Agency

3. Recreation or simulation of the following:

   a. Role playing in an advertising agency
   b. Replication of propaganda techniques

4. Individual or group activities:

   a. Artistic creations such as painting, designs, etc., presenting a point of view.

5. Action Projects:

   a. Opinion Polls

6. Class Demonstrations:

   a. Propaganda techniques

7. Analysis of source materials:

   a. Detecting propaganda

UNIT III. OBJECTIVE II (continued)

8. Investigation:

   a. Follow an incident from beginning to end through all available sources.

9. The student will react to the following concepts of citizenship:[9]

   Support rationality in communication, thought and action on social problems.

   a. Try to inform themselves on socially important matters and to understand alternative viewpoints.

      They ask questions and, if needed, probe for more complete answers by discussion and further questions; they do this with other students, teachers, counselors, parents, and especially with persons who have unique experience or expertise to share. They have the habit of listening attentively and open-mindedly to what any other person may say without pre-judging its merit. They seek full understanding of the several sides of an issue, and are aware of the more relevant facts and cogent opposing arguments in such current controversies as racial integration, U.S. foreign policy, problems of the economy, sexual mores, and individualism vs. social organization. They make use of available sources of information such as books, magazines, newspapers, T.V., radio, teachers, and authorities, trying not to rely on a single source in important matters.

   b. Evaluate communications critically and form their own opinions independently.

      When faced with contradictory information or a rumor they seek verification rather than passing it on unquestioned as truth. They question the authority or evidence for doubtful assertions, especially political accusations and advertising claims, and evaluate the adequacy of such authority or evidence realistically. They recognize and challenge illogical arguments. They are not easily influenced or swayed by others' evaluative judgments, but do not hesitate to change their opinions in the light of convincing new evidence. They form their own values and beliefs by integrating their own unique experience with all relevant information. They do not accept or reject views simply because an emotional label (e.g., "Communist") has been ascribed.

   c. Weigh alternatives and consequences carefully, then make decisions and carry them out without undue delay.

[9] Ibid.

In making civic and social decisions they examine alternatives and weigh consequences in terms of all their relevant values and loyalties. They understand the importance to decision-making of collecting accurate information, and withhold a decision if awaiting further information is likely to be worth the delay. However, the time and effort they give to a decision is roughly proportional to the importance of the decision. More routine decisions such as how to spend leisure time or when to do homework are reached without undue worry or procrastination. They can carry out a task or organize a group project with efficiency, using all available resources. Given a complex task, such as getting the whole student body to a distant location and back, or getting community agreement on the choice of school colors, they can outline a sensible plan for carrying it out.

d. See relations among social problems and have good ideas for solutions.

They see parallels between national and international problems and their own interpersonal relations (e.g., conflict, law and order, rights and freedoms). They can see important differences between two social phenomena such as picketing and rioting; they can also recognize underlying similarities, contributing causes, and possible effects. Given social problems, they can draw on related problems and name many factors that should be considered in deciding on a solution. Their ideas for solving such problems are ingenious and/or workable, and they do not accept pat answers for complex social problems such as poverty, war, racial conflict, and corruption.

e. Support free communication and communicate honestly with others.

They recognize the following values of communication: becoming aware of others' viewpoints, increasing one's own store of knowledge, keeping an open mind, testing one's own opinions and theories, making better civic decisions, gaining practice in expressing thoughts to others, and causing others to evaluate their own ideas. They believe in full disclosure of all information of civic concern; they protest when unethical behavior is concealed to protect the guilty from embarrassment. They encourage the hearing of dissenting viewpoints among friends, in school, at work, and at public meetings. They disapprove of censorship aimed at the general public and the suppression of certain views, books, and movies on the pretext that they might mislead, brainwash, anger or arouse "other people," whether suppression is by school or public officials, by the press and media, or by self-appointed censorship committees. They see the dangers of having all newspapers and mass media controlled by the same few persons. They willingly and clearly express their own views on civic and social matters, however controversial the issue. They encourage and participate in open discussions; they give honest rather than socially desirable answers, even

UNIT III. OBJECTIVE II (continued)

if it means disagreeing with the group. They do not dis
others' viewpoints. They do not stop communicating alto
because they disagree. They help circulate widely facts
civic impact by writing letters to editors or representa
the community, helping to publish or circulate printed m
They advocate new sources and types of public informatio

f. Understand the role of education in developing good citizens.

They believe that more intelligent civic decisions can b
has acquired a broader perspective on social problems th
They are aware of instances of poorly educated populatio
governments. They understand the following arguments fo
economic vitality of the nation depends on maximum utili
rational participation by citizens strengthens a democra
parents are least able and willing to provide them a for
who need it most.

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
Newspapers
Magazines
Radio shows
Television shows

EVALUATION

50% of the class will respond correctly to 70% of the items on a teach
to Objective II.

ith the group. They do not distort facts nor misrepresent
do not stop communicating altogether with someone just
hey help circulate widely facts and beliefs that might have
etters to editors or representatives, telephoning others in
publish or circulate printed matter, and by frank discussions.
and types of public information where needed.

on in developing good citizens.

telligent civic decisions can be made by a citizenry which
rspective on social problems through formal education.
es of poorly educated populations being exploited by their
tand the following arguments for universal education: the
nation depends on maximum utilization of everyone's ability;
citizens strengthens a democratic government; children whose
d willing to provide them a formal education are often those

Republic, Macmillan
cmillan

y to 70% of the items on a teacher prepared test relating

UNIT III
HOW CAN I IMPROVE MYSELF?

OBJECTIVE III

The student will recognize the role of family, religion and community organizations in defining values in a changing society as measured by a teacher prepared test involving receiving, responding and valuing.

ACTIVITIES

1. Study of institutions such as:

    a. Family
    b. School and Education
    c. Church

2. Study of local organizations such as:

    a. Boy and Girl Scouts
    b. Church Groups
    c. Civic Clubs
    d. P.T.A.
    e. League of Women Voters
    f. Elks
    g. Moose
    h. Kiwanis
    i. Rotary
    j. United Crusade
    k. Alcoholics Anonymous
    l. Hot Line

3. Study of problems such as:

    a. Draft
    b. Abortion
    c. Law and Order
    d. Race
    e. Ecology
    f. Population
    g. Welfare

UNIT III. OBJECTIVE III (continued)

4. The student will react to the following concepts of citizenship

a. Respect the reasonable authority of their parents, or guard duties and problems.

They comply with their parents' wishes generally. The plans and ask permission when they know parents expect home at the time promised and call when going to be de with parents, they appeal to them openly rather than c not deliberately frustrate or embarrass their parents, feelings of other members of the family. They keep th help with home chores. They are careful with home, fu property. They help care for younger brothers and sis members. In case of sickness, death, fire, inadequate emergency, they seek appropriate outside help. They a personal pleasures to help the family out of a crisis, accommodate their own plans to other family members' s

b. Help younger brothers and sisters to develop into good citi

Students, like adults, provide by the example of their models of citizenship which are likely to have a profo siblings. In addition they can consciously instruct t matters. They invite siblings to join them in a varie such as playing, working and trips to interesting loca interesting reading matter. They answer questions pat particular acts are good or bad, but do not dominate t children. They praise siblings for fairness, generosit and advise them on other interpersonal matters or conf interpret their own experiences for the benefit of you

c. Discuss social matters with their families and respect the

They seek the opinions and advice of parents and other and school matters. They talk openly with their famil without excesses of emotion; they discuss their teache in school, and current school events and social issues. and advice of parents on civic matters. They help to

[10]Ibid.

following concepts of citizenship:[10]

thority of their parents, or guardians, and help with home

ir parents' wishes generally. They inform parents of their sion when they know parents expect to be asked. They return mised and call when going to be delayed. When they disagree ppeal to them openly rather than covertly disobeying. They do strate or embarrass their parents, and they respect the mbers of the family. They keep their own things in order and s. They are careful with home, furniture, and other family care for younger brothers and sisters and invalid family sickness, death, fire, inadequate food or shelter, or other appropriate outside help. They are willing to forego o help the family out of a crisis, and they typically n plans to other family members' schedules.

sisters to develop into good citizens.

s, provide by the example of their behavior good or poor p which are likely to have a profound effect on their younger on they can consciously instruct their youngers in civic e siblings to join them in a variety of broadening activities king and trips to interesting local places. They suggest matter. They answer questions patiently and explain why good or bad, but do not dominate the lives of the younger se siblings for fairness, generosity and control of temper, ther interpersonal matters or conflicts. They describe and experiences for the benefit of younger siblings.

th their families and respect the views of all family members.

ns and advice of parents and other family members on personal They talk openly with their families and exchange views emotion; they discuss their teachers, what they are studying nt school events and social issues. They also seek the opinions on civic matters. They help to make some family decisions.

UNIT III. OBJECTIVE III (continued)

They urge their parents to participate in community and school affairs (e.g., running for school board, joining PTA or curriculum study group, or providing transportation), and inform them of school events. They discuss current world or social issues with the rest of the family.

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Supplementary materials (see appendix)
Newspapers
Magazines
Radio shows
Television shows

EVALUATION

50% of the class will respond correctly to 70% of the items on a teacher prepared test relating to Objective III.

UNIT III
HOW CAN I IMPROVE MYSELF?

OBJECTIVE IV

The student will take responsibility for own personal development and
a rating scale involving valuing, characterization and organization.

ACTIVITIES

1. Presentations:

Speakers	Topics
Lawyer	Law and O
Judge	Draft
Doctor	Drugs
Superintendent or Board Member	Education

2. Role playing in roles similar and counter to one's own personality

3. Individual or group creative activities:

   a. Artistic creations such as paintings, sculptures, designs; ite
   globes, and acceptable student initiated projects.

4. Investigation of current events:

   a. Topic selection should be done on a basis of the student's own
   successful activities of the adolescents.

5. The student will react to the following concepts of citizenship:[11]

   a. Further own self-improvement and education.

   They exploit and develop their talents to the maximum, an
   as they can rather than to get by with the least effort.
   to better learn their own interests and talents. They sc
   and on different types of recreation, and often combine c
   activities. They take advantage of school and community
   homework assignments and follow instructions in class. W
   initiative to make up work missed. They arrange conferen
   having difficulty in understanding work, and talk to teac
   either on class-related subjects or topics of general int

[11] Ibid.

UNIT III
HOW CAN I IMPROVE MYSELF?

ity for own personal development and obligation as measured by
characterization and organization.

Topics
Law and Order
Draft
Drugs
dent or Board Member Education

and counter to one's own personality or being.

activities:

paintings, sculptures, designs; items such as papier mache
udent initiated projects.

s:

done on a basis of the student's own interest relating to
he adolescents.

following concepts of citizenship:[11]

nt and education.

lop their talents to the maximum, and they seek to learn as much
an to get by with the least effort. They explore different fields
own interests and talents. They schedule time spent on studies
s of recreation, and often combine companionship with other
e advantage of school and community libraries. They complete
and follow instructions in class. When absent, they take
work missed. They arrange conferences with teachers when
understanding work, and talk to teachers during free time,
ed subjects or topics of general interest. They take part in

UNIT III. OBJECTIVE IV (continued)

extracurricular activities, and creative hobbies. They ta
sources of education outside school--e.g., books, periodic
courses, films, lectures, radio and TV, concerts, museums
travel.

b. Plan ahead for major life changes.

Before making serious decisions about marriage, religion,
to a new responsibility, future education or occupation, t
tion and counsel, and consider alternatives and consequenc
find out what kinds of job opportunities the future holds,
what education is needed for them; they consult about oppo
counselors and parents. They try to evaluate their own ab
realistically in terms of adult roles. They discuss, with
financial problems and responsibilities of adult life: ta
housing, insurance; occupational salary ranges. They take
to intended adult roles, and participate in work, training
could reasonably contribute to success in adult occupation
keeping at home).

c. Conscientious, dependable, self-disciplined, and value excellen

They adhere to their own moral and ethical codes rather th
only. They repay debts and live up to pledges to church,
tions. They take advantage of our free enterprise system
marketing useful products and services. They seek part-ti
baby-sitter, gardener, tutor, lifeguard, musician with dan
construction worker, usher, office worker or secretary, ga
work they follow agreed upon procedures and schedules, and
completed. They are willing to work extra hours on occasi
additional responsibilities. They start new tasks without
work for mistakes, and use initiative to find better ways
They are not careless or tardy in keeping appointments. Th
errors, and do not blame others for their mistakes. They
money to allow for commitments, expenses, and probable futu
that with more freedom goes more responsibility.

d. Economically support self and dependents.

vities, and creative hobbies. They take advantage of other
outside school--e.g., books, periodicals, correspondence
ures, radio and TV, concerts, museums and observations, and

changes.

s decisions about marriage, religion, military service, commitment
ity, future education or occupation, they seek relevant informa-
d consider alternatives and consequences carefully. They try to
of job opportunities the future holds, what such jobs are like
eded for them; they consult about opportunities with school
ts. They try to evaluate their own abilities and achievements
ms of adult roles. They discuss, with parents and adult friends,
nd responsibilities of adult life: taxes; cost of food, clothing,
occupational salary ranges. They take school courses appropriate
les, and participate in work, training, or other experiences which
tribute to success in adult occupation (e.g., cooking and house-

self-disciplined, and value excellence and initiative.

own moral and ethical codes rather than giving them lip service
ts and live up to pledges to church, charities or other organiza-
vantage of our free enterprise system by inventing, producing, or
ducts and services. They seek part-time or summer jobs (e.g.,
, tutor, lifeguard, musician with dance band, sales clerk,
usher, office worker or secretary, gas station attendant). At
eed upon procedures and schedules, and persevere until a job is
willing to work extra hours on occasion and to undertake
ilities. They start new tasks without having to be told, check
nd use initiative to find better ways of achieving work goals.
or tardy in keeping appointments. They correct their own
lame others for their mistakes. They budget use of time and
mmitments, expenses, and probable future needs. They understand
m goes more responsibility.

and dependents.

UNIT III. OBJECTIVE IV (continued)

RESOURCES

Basic texts: Brown, Government in Our Republic, Macmillan
Hunt, Social Science, Macmillan

Maltz, Maxwell, M.D., Psycho-Cybernetics, Wilshire Book Company, 8721 Sunset Boulevard, Hollywood, California 90069: 1968.

Supplementary materials (see appendix)
Newspapers
Magazines
Radio shows
Television shows

EVALUATION

70% of the class will show progress based on results from a pre- and post-administering of a rating scale relating to self-image.

A P P E N D I X

CONCEPT OF HUMAN DIGNITY

ACADEMIC FREEDOM GUIDELINES...Board Policies and Bylaws of the Vallejo City Unified School District

EVALUATION

BIBLIOGRAPHY

CONCEPT OF HUMAN DIGNITY

"Of all life on earth, only men exist in a situation wherein they are called u
choices and then to make a decision upon those choices. Further, men, unlike
held responsible for their choices...Any student who proposes to go through li
sions made for him is an ideal future citizen for a totalitarian state. To be
or a non-human animal, the citizen must deliberate upon decisions and particip
and effecting these decisions. THEREFORE, it behooves every social studies te
the student's position in a moral situation and his need to make and abide by

This program is developed in the supposition that a student, in making a decision or judgment, has a value system on which he makes that decision. When a student arrives in school for the first time, he arrives with a value system based on his experiences previous to his entry in school.
One of the functions of this social studies program is to make him aware of h
him aware of the fact tha
by his value system--whet
Instruction in the social
sent the student with alt
must compare and choose.
set of values is proposed

DIGNITY — Human dignity implies the worth of all individuals. This should
those social and political instruments men have developed to pres
dignity.

EMPATHY — The ability to understand the attitudes or behavior of another.
One can present it as a value which one would try to put into pra

LOYALTY — Loyalty is a willing devotion of an individual to a cause greater
sented by an institution, idea, or process. Processes include the
the legislative system by which all sections of the country are re
choosing of one's representatives.

FREEDOM — Freedom refers to relative absence of perceived external restraint
as well as freedom of speech and religion.

EQUALITY — Equality refers to equality before the law, equal access to suffra
opportunity.

American tradition is committed to a belief in human dignity and has sought to
protecting the freedom of the individual with the equality of all men under the
laws and not of men.*

*Major Concepts for the Social Studies
Syracuse University, New York

CONCEPT OF HUMAN DIGNITY

n exist in a situation wherein they are called upon to study moral
ision upon those choices. Further, men, unlike other animals, are
ices...Any student who proposes to go through life having all deci-
future citizen for a totalitarian state. To be more than a robot
izen must deliberate upon decisions and participate in both making
THEREFORE, it behooves every social studies teacher to emphasize
ral situation and his need to make and abide by moral choices."*

osition that a
ment, has a
ecision. When
irst time, he
his experiences

udies program

is to make him aware of his value system and to make him aware of the fact that his decisions are controlled by his value system--whether consciously or not. Instruction in the social studies program should present the student with alternate values from which he must compare and choose. In this project, the ultimate set of values is proposed as that found in the humanities:

lies the worth of all individuals. This should include a knowledge of
political instruments men have developed to preserve and enhance human

derstand the attitudes or behavior of another. One cannot teach empathy.
as a value which one would try to put into practice.

ing devotion of an individual to a cause greater than himself, as repre-
itution, idea, or process. Processes include the American judicial system,
ystem by which all sections of the country are represented, and the
representatives.

relative absence of perceived external restraints on individual behavior,
of speech and religion.

equality before the law, equal access to suffrage, and equality of

to a belief in human dignity and has sought to advance that dignity by
ndividual with the equality of all men under the egis of a government of

EXCERPT FROM POLICIES AND BY-LAWS
VALLEJO CITY UNIFIED SCHOOL DISTRICT

ACADEMIC FREEDOM GUIDELINES

Intent

This board expresses its judgment that the existence and progress of a democratic society demand that there be freedom of teaching and freedom of learning in schools of this district. This board accepts as one of its major responsibilities the protection of these freedoms for students, teachers, and others directly concerned with the school program.

Within this district the board has the status of the legal authority organized to ensure that the school fulfill its obligations to its supporting society at the local, state, and national levels. The obligation in behalf of academic freedom requires that this board co-operate with educational personnel and with the community in a judicious and open-minded manner in policies and decisions for the preservation of that freedom.

The proper role of the school board is viewed as requiring the giving of all possible support, within the law, to the teachers, administrators, and other staff members who are making use of their abilities and resources to maintain a climate of intellectual freedom, without license, in the schools. It is understood that this role of the board may require the exercise of educational statesmanship of a high order.

It is recognized that successful action in matters of academic freedom will depend greatly upon the board's ability to see the true relationship between the total objectives of the educational program and the values of academic freedom. Under this criteria the board will work, with its administration, for a practical and defensible balance, in this relationship and will attempt to so interpret it to the community.

Criteria

Bases for judgment in matters pertaining to academic freedom within this district shall be:

1. The welfare of students, individually and collectively, in the present and for the future.

2. The intellectual maturity of the students.

3. The standards and beliefs of responsible citizens of the community.

4. The security and dignity of teachers, administrators, and other professional workers.

5. The status of the problem or issue within the framework of law as set forth by the Education Code.

6. In the case of instructional materials, the informative, literary, and general cultural values which may assist students in intellectual growth and habits of critical thought.

7. The reasonable efficiency and unity of the school as an institution with stated goals of service.

8. Informed opinion available in policy statements regarding academic freedom, which have been issued by organizations of teachers, administrators, parents, school board members, and other citizens with special interest in public education.

Regulations for Specific Purposes

Status and Conduct of Professional Staff

Members of the professional staff are free to exercise the rights and responsibilities which belong to all citizens. The school board is legally and morally bound to protect and it will protect the civic prerogatives of the staff.

Freedom of speech and action for teachers and administrators is limited only by reasonable standards of professional conduct.

The employment and status of professional staff are not to be restricted by any discrimination as to racial origin, personal beliefs, or sex.

The board is obligated to defend and will defend the natural intellectual rights of its professional staff on the one hand, and the welfare of students and community on the other.

Instructional Materials

The board holds to the belief that teachers and librarians should play a key role, in cooperation with district administrative personnel, in the selection of the materials of instruction. The board, acting accordingly, gives to the professional staff the responsibility for scholarly appraisal of such materials (other than state adopted texts) to be placed in classrooms and libraries.

There is expectation of, and encouragement for, the use of teaching materials which will stimulate students in attitudes of active inquiry into their world and of intelligent criticism of its political, economic and social institutions.

Specific instructional materials do not require the board's acceptance prior to use in a school when such materials are appropriate to the overall purpose of instruction previously approved by that board. The board delegates to the administrators and teachers the authority to select and use instructional materials, whether or not they are deemed to be "controversial."

In cases where the choice of instructional material is questioned, the school board will cooperate with the teaching and administrative staff, using resources of scholarship and professional judgment, to arrive at defensible decisions. The welfare of students is the final, cogent criterion.

Controversial Issues

Because the right to discuss and debate controversial issues is the most essential part of the student's freedom of learning, the board will, through its school staff, encourage and protect the exercise of that right within bounds of relevancy and intelligent inquiry.

The teacher who, with professional integrity and without attempt to indoctrinate, helps his students to confront controversial issues of importance, will be defended by the board and administration from abuse and attack from whatever source.

Any teacher in whose instructional activity with controversial issues there is clear bias and attempt at inculcation, without due regard for other points of view, jeopardizes his professional position and faces disciplinary action.

Resource Speakers at Secondary Schools

Resource speakers may be invited to address students under the following conditions:

1. The ultimate responsibility for the invitation shall rest with the school principal.

2. It is determined by the administrators and the teachers involved that the proposed speaker will bring material of educational relevance and value to his hearers.

3. In the case of a speaker on controversial issues, the invitation does not require the prior approval of the school board if the speaker is acceptable, in the judgment of the school personnel, under the following conditions:

a. The presentation of speakers with varied points of view on controversial issues either on the program or within a reasonable period of time.

b. Require that each speaker agree to subject himself to questions, following his formal presentation.

Student Government and Clubs

These valuable leadership and participation activities will be sponsored and supported at all levels by school authorities. Responsible and democratic functioning of these organizations will be encouraged and upheld. Final responsibility and control over student body organizations and clubs are with the principal of the school concerned.

Student Publications

Publication of student newspapers, journals, and annuals will receive, as an educational activity of proven value, the support and sponsorship of school authorities. Freedom of expression in such publications will be upheld, but student writers, editors, and faculty advisors must be responsible for the accuracy and propriety of their materials. Final responsibility and control over the content of such publications are with the principal of the school concerned.

E V A L U A T I O N

Practical and effective evaluation is a key to good teaching.

Evaluation must be related to the objectives in terms of reasonably obtainable observations or measurements of student progress.

Recent development of criterion objectives has tended to open up the possibilities of observing a variety of "test" situations to judge programs and growth.

Evaluation may include standardized tests, teacher prepared tests, questionnaires, opinionaires, and rating scales.

Examples are included in the following pages:

1. Self-Image Rating Scale
2. Semantic Differential
3. Self-Concept Scale*
4. Multiple-Choice Sentence Completion*
5. Critical Incident Study**
6. Community Problem Exercise**

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*"Diagnosing Classroom Learning Environment," Fox et al, 1966, SRA, pp. 100-101; pp. 115-121.

**California Journal of Educational Research, Vol. XXII, No. 2, March 1971.

SELF-IMAGE RATING SCALE

	POOR	BELOW AVERAGE	AVERAGE
1 AFFECTION The student demonstrates empathy for others. He will do things for other students without being asked.			
2 WELL-BEING The student has a happy disposition. He does not complain about situations.			
3 RECTITUDE The student demonstrates a high level of honesty. He demonstrates fair play in the classroom.			
4 POWER The student demonstrates the ability to lead others. He takes part in decision making activities.			
5 SKILL The student demonstrates skill in the subject field. The student demonstrates skill in communication. He demonstrates skill in his social relationships.			
6 ENLIGHTENMENT The student demonstrates respect for knowledge. He involves himself in learning activities beyond classroom assignments.			
7 WEALTH The student shares with others. He demonstrates satisfaction with his general situation.			
8 RESPECT The student accepts the rules and regulations of the school and classroom. He respects the rights of others.			

SELF-IMAGE RATING SCALE

	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
thy for others. tudents without					
sition. He tions.					
gh level of r play in					
ability to n decision					
l in the emonstrates emonstrates hips.					
ect for know- n learning ssignments.					
s. He n his general					
and regula- oom. He					

THE SEMANTIC DIFFERENTIAL

Topic: _____

1.	Easy	____	____	____	____	____	____	____	Difficult
2.	Slow	____	____	____	____	____	____	____	Fast
3.	Happy	____	____	____	____	____	____	____	Sad
4.	Bad	____	____	____	____	____	____	____	Good
5.	Fair	____	____	____	____	____	____	____	Unfair
6.	Work	____	____	____	____	____	____	____	Play
7.	Boring	____	____	____	____	____	____	____	Interesting
8.	Clear	____	____	____	____	____	____	____	Confusing

B I B L I O G R A P H Y

Doubleday and Company
- A Dissenter's Guide to Foreign Policy
- A New History of the Cold War
- An Introduction to Economic Reasoning
- Behind the Shield
- Black History: A Reappraisal
- Chemical and Biological Warfare
- Comparative Government
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- Future of Conservatism
- Lift Every Voice
- Making of a Counter Culture
- Mao Tse-Tung on Revolution and War
- Movement and Revolution
- Nature of Prejudice
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- Political Man
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- Radical Right
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- Socialism in America
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- Unfinished March
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- Challenge of Crime
- Equal Justice for t
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- Poverty in the U.S.
- Races of Mankind
- Social Policy--Impr
- Violence in America
- Why the Ghetto Must

Science Research Associa
- Inter-Nation Simula

Social Studies School Se
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- Communism and the N Now, U.S. News and
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- Price of Liberty: by Members of the A
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- U.S. Government Char
- U.S. Politics: Insi
- Verdict: The Jury S

B I B L I O G R A P H Y

Public Affairs Committee, Inc.

An Environment Fit for People
A New Look at our Crowded World
Buyer, Be Wary!
Challenge of Crime
Equal Justice for the Poor Man
Health of the Poor
Law and Justice
Poverty in the U.S.A.
Races of Mankind
Social Policy--Improving the Human Condition
Violence in America
Why the Ghetto Must Go

Science Research Associates

Inter-Nation Simulation Kit

Social Studies School Service

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U.S. and the Caribbean, Perkins
U.S. Department of State Fact Book of the Countries of the World
U.S. Government Charts
U.S. Politics: Inside and Out, U.S. News & World Report
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